

Week of October 4, 2010, issue #34

## ALSC Exceptional Websites for Children

The Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), has added recommended websites to Great Web Sites for Kids ([www.ala.org/greatsites](http://www.ala.org/greatsites)), its online resource containing hundreds of links to outstanding websites for children.

Great Web Sites for Kids (GWS) features links to websites of interest to children 14 years of age and younger, organized into diverse subject headings, from astronomy and space to zoos and aquariums, from games and entertainment to geography and maps. There is also a special section with sites of interest to parents, caregivers and teachers.

Members of the ALSC Great Web Sites for Kids Committee review and evaluate potential sites for inclusion and vote on the sites to be included. They also regularly check the entire site to ensure currency and reevaluate sites when necessary.

The newly added sites are:

- **Admongo.gov** - [www.admongo.gov/](http://www.admongo.gov/)
- **Amazing Kids** - [www.amazing-kids.org](http://www.amazing-kids.org)
- **Carnegie Cyber Academy** - [www.carnegiecyberacademy.com/](http://www.carnegiecyberacademy.com/)
- **Dance Mat Typing** - [www.bbc.co.uk/schools/typing/](http://www.bbc.co.uk/schools/typing/)
- **Earth Rangers** - [www.earthrangers.com](http://www.earthrangers.com)
- **Edutopia** - [www.edutopia.org](http://www.edutopia.org)
- **Family Fun** - [www.familyfun.go.com](http://www.familyfun.go.com)
- **Farmers Almanac for Kids** - [www.almanac4kids.com/](http://www.almanac4kids.com/)
- **Foreign Languages for Kids** - [www.chillola.com](http://www.chillola.com)
- **Hooda Math** - <http://hoodamath.com/index.php>
- **Joy 2 Learn** - [www.joy2learn.org](http://www.joy2learn.org)
- **Literacy Center** - [www.literacycenter.net/lessonview\\_es.php](http://www.literacycenter.net/lessonview_es.php)
- **Los Bloguitos** - [www.losbloguitos.com/](http://www.losbloguitos.com/)
- **Math Moves U** - [www.mathmovesu.com/](http://www.mathmovesu.com/)
- **Middle Ages** - [www.learner.org/interactives/](http://www.learner.org/interactives/)

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## ALSC Books on Islam for Children and Teens

### Preschool

***Amira's Totally Chocolate World*** by J. Samia Mair. The Islamic Foundation, 2010. Amira loves chocolate so much that every night before she goes to sleep, she asks God to make everything chocolate. On Eid ul-Fitr, she wakes up to find a totally chocolate world! At first she loves her new world, but when she discovers that she misses all the beautiful colors in nature, she realizes that God, the Creator, knows best.

***Celebrating Id-Ul-Adha: A Muslim Festival*** by Alice Green. Powerkids Press, 2009. This title introduces the beliefs and practices of this Muslim holiday.

***My First Ramadan*** by Karen Katz. Henry Holt, 2007. A boy observes the Muslim holy month of Ramadan with his family.

***Night of the Moon: A Muslim Holiday Story*** by Hena Kahn, illustrated by Julie Paschkis. Chronicle Books, 2008. Yasmeen has a wonderful time celebrating the Muslim holy month of Ramadan with her family and friends.

***White Nights of Ramadan*** by Maha Addasi, illustrated by Ned Gannon. Boyds Mill Press, 2008. A Kuwaiti girl tells how her family celebrates Girgian, a part of the Ramadan holiday.

### Elementary

***Ayat Jamilah = Beautiful Signs: a Treasury of Islamic Wisdom for Children and Parents***, collected and adapted by Sarah Conover and Freda Crane; illustrated by Valerie Wahl. Eastern Washington University Press, 2004. This collection of stories from throughout the Islamic world, from China to Africa to the Middle East, offers something for a wide range of ages.

***Celebrate Ramadan*** by Laura S. Jeffrey. Enslow Publishers, 2008. Learn about the significance of Ramadan and how it is celebrated.

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**ALSC Exceptional Websites,***Continued from page 1*

- [middleages/](#)
- **Molecularium** - [www.molecularium.com/kidsite.html](http://www.molecularium.com/kidsite.html)
- **Música Educa** - [www.musicaenalcala.com/images/stories/juegos/presentacion.swf](http://www.musicaenalcala.com/images/stories/juegos/presentacion.swf)
- **Odyssey Online** - <http://carlos.emory.edu/ODYSSEY/index.html>
- **Pics for Learning** - [www.pics4learning.com/](http://www.pics4learning.com/)
- **Primera Escuela** - [www.primeraescuela.com/](http://www.primeraescuela.com/)
- **Salón Hogar** - [www.salonhogar.com/](http://www.salonhogar.com/)
- **Super Saber** - [www.supersaber.com/](http://www.supersaber.com/)
- **Switch Zoo** - <http://switchzoo.com/>
- **ThinkFinity** - [www.thinkfinity.org/](http://www.thinkfinity.org/)
- **Twisty Noodle** - [www.twistynoodle.com](http://www.twistynoodle.com)
- **Worksheet Lab** - [www.worksheetlab.com](http://www.worksheetlab.com)
- **World Almanac for Kids** - [www.worldalmanacforkids.com/](http://www.worldalmanacforkids.com/)

Meagan Albright, co-chair of the GWS Committee, uses the sites recommended for preschool children for her computer literacy lab following storytime for children ages 3-5 years. "When developing lesson plans for my storytime that includes a computer lab for preschool aged children, I often look in the 'Fun for Younger Children' section in 'The Arts' category for great sites like The World of Victor, a website available in English, Japanese, Spanish or French, that is specially designed to make children ages 2-4 familiar with multimedia while discovering nature and animals."

The complete listing of great sites with annotations and selection criteria can be found at [www.ala.org/greatsites](http://www.ala.org/greatsites).

## TumbleBooks

The Library of Virginia, with funds from Institute of Museum and Library Services, has purchased the TumbleBookLibrary for use by Virginia's public libraries.

Information on how to download and link to TumbleBookLibrary has been sent out through the Director's list serve. Sometimes emails gets lost, overlooked and misdirected - **if your library does not have access to TumbleBooks please contact me and I will resend the information.** The

TumbleBookLibrary is a collection of TumbleBooks, animated, talking picture books, suited for elementary school children. TumbleBooks are created from existing picture books, adding sound, animation, music and narration to create an electronic picture book. - Enid

*Cool stuff!*

## CYBILS

### Children's and Young Adult Bloggers Literary Awards

Nominations for the Cybils Awards are open to the public October 1-15.

<http://www.cybils.com/>

#### What's a Cybil?

The Cybils awards are given each year by bloggers for the year's best children's and young adult titles. Nominations open to the public on October 1st.

#### Can anyone nominate?

Yes, anyone may nominate one book per genre during the nomination period. We post an online form from Oct. 1-15 every year. Publishers, publicists, authors and illustrators may nominate books, as can teens, parents, random visitors ... well, anyone.

#### Which books are eligible?

Any books published between the end of one contest and start of another. For 2010, that means books released between Oct. 16, 2009 and Oct. 15, 2010.

#### Does it help if a book has lots of nominations?

NO! In fact, the online form will kick the nomination back if a book's already been listed. It needs to get on our radar only once for consideration. After that, it's up to the judges.

## Youth Services Notes

*is issued weekly, more or less, by*



Enid Costley  
Children's and Youth Services Consultant  
Library Development and Networking  
Library of Virginia  
800 East Broad Street  
Richmond, Virginia 23219  
Phone: 804.692.3765  
Fax: 804.692.3771  
E-mail: [enid.costley@lva.virginia.gov](mailto:enid.costley@lva.virginia.gov)  
Extranet: [www.vpl.lib.va.us/](http://www.vpl.lib.va.us/)

ALSC Books on Islam for Children and Teens, *Continued from page 1*

***Coming to America: A Muslim Family's Story*** by Bernard Wolf. Lee & Low Books, 2003. Through captivating color photographs and engaging text, this thoughtful book helps young readers understand Muslims as individuals and families.

***I Belong to the Muslim Faith*** by Katie Dicker and Zohal Azizi. PowerKids Press, 2010. A young Muslim girl provides an easy introduction to her religion

***Islam*** (World of Faiths Series) by Fatma Amer. QEB Publishing, 2006. Readers can explore Islam and learn how the Prophet Muhammad started one of the most popular religions in the world.

***Islamic Stories*** by Anita Ganeri; illustrated by Rebecca Wallis. Picture Window Books, 2006. Nine traditional tales of Islam are offered here.

***The Islamic Year: Surahs, Stories and Celebrations*** by Noorah Al-Gailani; illustrated by Helen Williams. Stroud, Gloucestershire: Hawthorn Press, 2002. Teachers, parents and children can learn more about Islamic holidays through stories, crafts and activities.

***Muhammad*** by Demi. Margaret K. McElderry Books, 2003. This beautifully illustrated narrative of the life of the Prophet Muhammad also provides an overview of Islam.

***My Muslim Year*** by Cath Senker. Hodder & Stoughton, 2004. Nine-year-old Nayaab's diary offers insight into the calendar year and looks at the typical customs and celebrations celebrated by Muslim children.

***Salaam: a Muslim American Boy's Story*** by Tricia Brown; photographs by Ken Cardwell. Henry Holt, 2006. A Muslim American boy explains the principles of Islam as he narrates the events of a day in his life. A glossary and definitions of the Five Pillars of Islam are appended.

***Time to Pray*** by Maha Addasi. Boyds Mills Press, 2010. When young Yasmin goes for a visit, her grandmother teaches her a Muslim's daily prayers, makes special prayer clothes, and gives a gift that will help Yasmin remember when to pray. Includes facts about prayer customs.

***What You Will See inside a Mosque*** by Aisha Karen Khan, illustrated by Aaron Pepis. Skylight Paths Publishing, 2003. Colorful photographs and straightforward text offer an invitation to see what takes place in a mosque and an introduction to the Muslim faith.

## Teens

***Ask Me No Questions*** by Marina Tamar Budhos. Atheneum Books for Young Readers, 2006. Fourteen-year-old Nadira, her sister, and their parents leave Bangladesh for New York City, but the expiration of

their visas and the events of September 11, 2001, bring frustration, sorrow, and terror for the whole family.

***Being Muslim*** by Haroon Siddiqui. Groundwood Books, 2006. This up-front and clear analysis and history of the varying branches of Islam offers a unique perspective based on life in Canada, a country in which diverse groups of people have found a way to live in peace.

***Does My Head Look Big in This?*** by Randa Abdel-Fattah. Orchard Books, 2007. Year Eleven at an exclusive prep school in the suburbs of Melbourne, Australia, would be tough enough, but it is further complicated for Amal when she decides to wear the hijab, the Muslim head scarf, full-time as a badge of her faith--without losing her identity or sense of style.

***Is Islam a Religion of War or Peace?*** (At Issues: Religion Series) edited by Jann Einfeld. Thomson/Gale, 2005. Eleven opinions on Islam are presented here.

***Islam*** (World Religions Series) by Claire Alkoutli. Marshall Cavendish / Benchmark, 2007. The author provides a detailed overview of the world's second largest religion.

***Mixing It*** by Rosemary Hayes. Frances Lincoln, 2007. Fatimah is a devout Muslim. Steve has never given much thought to matters of faith. The two of them happen to be walking down the same street when a terrorist bomb explodes and Steve is badly injured. Fatimah stays with him, willing him to stay alive. The next day their picture appears in every newspaper. "Romeo and Juliet!" and "Love Across the Divide!" scream the headlines. Then the threats and anonymous phone calls start. Can the two young people rise above the hatred and learn to understand one another?

*Developed by Quicklists Consulting Committee, Association for Library Services to*







Young Adult Library Services Association

## Call for Comments on YALSA's Draft Teen Services Evaluation Tool

In the fall of 2009 YALSA's Board of Directors established a task force to develop an assessment tool primarily for library administrators and teen services librarians to use in order to evaluate an individual institution's overall level of success in providing library services to teens. The vision is for the document to complement YALSA's newly updated "Competencies for Librarians Serving Youth." The task force submitted a draft to the YALSA Board in June 2010 and made refinements based on feedback.

The task force is now soliciting specific comments on this revised draft for discussion and potential adoption at YALSA's next Board of Directors meeting in January 2011. This solicitation is specifically limited to comments addressing the following:

- **Accuracy:** does the content accurately reflect the needs and focus of what high-quality service to teens today needs to be? If not, what is missing?
- **Clarity:** is the document clear and succinct? Is it free of jargon? If not, what specific improvements can be made?
- **Completeness:** are all key areas of skills, knowledge, and service covered? If not, what is missing?
- **Ease of use:** how successfully do you think the tool overall could be used by the primary target audiences – directors and teen librarians – in order to evaluate teen services? If not easily, what could be changed to make it more successful as an evaluation tool?

Comments that do not fall within these categories may be declared out of scope and left unaddressed. It is desired that, at the end of the January board meeting, the document will have been finalized and approved by the YALSA Board.

The task force welcomes comments from interested individuals or parties, YALSA members and the library community at large. The draft document is available at <http://tinyurl.com/yalsaevaltool>. Please review the document and submit your comments by the deadline of November 15, 2010 at [www.surveymonkey.com/s/EvalToolYALSA](http://www.surveymonkey.com/s/EvalToolYALSA).

Please note that this is not a ballot, so please do not 'approve' or 'disapprove' the document. This is a call for comments to improve the document and prepare it for presentation to YALSA's Board. The comments will be weighed by the task force and taken into consideration where they will enhance the quality or understanding of the document. Comments will be compiled and posted online the first week of December.

For further information, please contact:

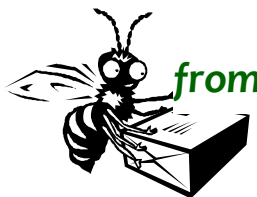
- Sarah Flowers, Task Force Chair at [sarahflowers@charter.net](mailto:sarahflowers@charter.net)
- Kim Patton, YALSA President at [kimpatton@kclibrary.org](mailto:kimpatton@kclibrary.org)

Additional Resources:

YALSA's "Competencies for Librarians Serving Youth" is at <http://tinyurl.com/YAcompetencies>



ALA's National Gaming Day, first celebrated in 2008, focuses on the social and recreational side of gaming. Gaming at the library encourages patrons of all ages to interact with diverse peers, share their expertise and develop new strategies for gaming and learning. At the library, kids can socialize with their friends and play board and video games while surrounded by books, librarians and a real world of knowledge. Use the [National Gaming Day Contact Form](#) with any questions.



The listserve for **PUB**lic librarians serving **Y**oung **A**dults and **C**hildren

I work in a Children's Public Library. We are looking at possibly reorganizing some of our fairy tales and other books in the 398.2 collection. I have a few questions to ask to see how other libraries are organizing this part of the collection. I'm thinking primarily of Fairy Tales and other classic tales, i.e. Cinderella, Ugly Duckling, but perhaps other parts of that collection also. How many organize everything under the original author--so everything is under Perrault or Anderson -- 398.2 And 398.2 Per or do you use 398.2 Cinderella --- or do you use the author/illustrator of that particular item? Do you use country or origin --- 398.20944 with author or Cinderella etc. at the end. Are some of your books in the picture book collection as well as the 398.2's? If so, what do you use to determine if it's a picture book instead of a 398.2? Where do your fractured fairy tales go if there is no country of origin or "Cinderella" books like "Joe Cinders" by Mitchell or Chickerella by Auch? Anyway, you get the idea. There seem to be many different ways of organizing/classifying these items. I'd like to know what you do and perhaps the reasoning thought process behind what your library has done. If you have reorganized your books, has it improved your statistics and has it helped the patrons when they are looking for a particular item? Any and all information would be much appreciated.

Thanks to everyone who sent me information on shelving/cataloging this area. I think I have everything finally compiled. I've also added information from a similar post a few years ago. It seems that this is an area of concern for lots of libraries and many different approaches to solving the question. I'm not sure what we will be doing yet, but we will carefully look at what everyone has been doing. Thanks so much to everyone who has shared their information and ideas! - **Jill (Reigan)-Johnson, Assistant Children's Librarian, Mamie Doud Eisenhower Public Library, Broomfield, CO 80020**

☛ While this does not speak precisely to the situation you raise I thought you might find it interesting to know that we do not put single illustrated tales in JNF, only collections. Some sneak past us, but for the past 8 years or so we have made a conscious effort to put these titles in our J Pic collection. It is our experience that they are found and enjoy a much higher circulation there. The main entry used is the one in the MARC record; the only thing we change is the call number. Our approach is to put the book where it is most likely to find an audience and be read. I'm sure this would not meet with the approval of strict catalogers, but it works in our 26 branches.

☛ We currently have most of the fairytale and folktale books under 398 with one letter of the author's last name. For wide range of tales such as Anderson or Perrault, those would be under 398 A or 398 P. We have a couple books in the pictures book section, but most are in the 398's. The fractured fairytales would be found in the picture book section. I like the idea of putting the spin-offs with the original stories. I am also a fan of putting all the version together. It's difficult to find all the versions when patrons ask for them and they are spread all over the room. For example, we have classic tales in early readers, easy books, picture books, paperback and non-fiction. Thanks for getting my brain off and running!

☛ We changed two years ago to shelve by original story title, e.g. 398.2 Cind for any cinderella versions. Our main philosophy is that it needs to be easy for people to find what they are looking for, and in that section, people are generally looking for versions of a certain story. It has been met with very enthusiastic, positive response!

☛ We have tried to catalog our Folk/Fairy Tales in 398.2, cuttered by the name of the tale-hypothetically, that would put all the versions of Cinderella or Three Little Pigs together on the shelf. The thinking behind this is that folks want a Cinderella story, they don't care who the illustrator or reteller is, they just want to find a copy of Cinderella without having to look through the whole section. I'm doing some weeding and tweaking of the collection, and I'm planning to take that one step further. I'm planning to put ALL the versions of Cinderella as 398.2 Cinderella-the ones just titled Cinderella as well as Tattercoats, The Egyptian Cinderella, Sootface etc. If it's a version

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### Organizing 398.2 Collections, *Continued from page 5*

of Cinderella, I will catalog and shelve it as 398.2 Cinderella. I know it's playing REALLY fast and loose with any cataloging rule known to mankind, however, we have classes that do fairy tale comparison studies, and this will make things easy for them, as well as exposing readers to ALL versions of the tales-not just the ones that have the "traditional" name, i.e. Cinderella. How many people realize that Tattercoats is Cinderella? It's going to be some work, and it's probably not consistent with any existing cataloging anywhere, but I think it will be easiest for the patrons to find Cinderella or Three Pigs. And in the end, isn't that what cataloging and organization is supposed to do. . .make it easier for patrons. I think that's Ranganathan's first law?

☛ I just took on that task at my library because you could find Cinderella in 6 different call numbers with the 398's. I created several categories within the 398's: 398 Fairy Tales (anything with a magical element), 398.2 Folk Tales, 398.20 Native American Tales, 398.4 Fables, 398.6 Tall Tales/Legends, 398.65 Fairies and other magical beings, 398.7 scary stories and 398.8 nursery rhymes and Mother Goose. Some of my fairy tales are 398 under the original author and some are under the author that retold the story. I try to keep books in one area of the collection so I won't split up one in Pic and one in F/T. I put different versions of the book in with the original. All versions of cinderella are together. Fractured and spin offs stay in picture books. I don't know if it has improved my stats, I started this summer and I am just finishing up.

☛ Some of our most requested titles in fairy tales are cuttered under the title. For instance, Cinderella in cuttered under C574 with a drop letter or letters for the author. So, all of the various versions of Cinderella are under 398.2 C574ca, 398.2 C574mo...etc. This has the advantage of having all of the various cultural versions of that story (like Rough-Face Girl, The Golden Sandal, Smoky Mountain Rose, Yeh-Shen) sitting together on the shelves. Our college literature students really appreciate this when they have to compare and contrast various versions of the Cinderella story. This is also the way the various versions of Goldilocks and the Three Bears, The Three Little Pigs, and Little Red Riding Hood are cataloged. Some of the "fractured fairytales" versions of these stories (like Scieszka's True Story of the Three Little Pigs) are in picture books.

☛ This is what we have been doing...and it has worked extremely well for our patrons: Folk/Fairy Tales--we moved all of them from the NF stacks to an area near J Fiction and the picture books. We have also grouped together some of the favorites including fractured versions as long as they have some of the same elements of the original story (we do not include DISNEY versions) among the shelves, and use that as part of the call number without an author name (ie J 398.2 Snow White) These include Aesop, Cinderella, Goldilocks, Three Pigs, Rapunzel and Middle Ages (Robin Hood and King Arthur), among others. We have also started carrying out the decimal to mark off certain countries, regions and cultures that tend to be most requested, but leave out the favorites (ie Cinderella would be shelved all over the place@!!!!!!!!!!!!!!) Circs have been great with this system. If you have any questions, please let me know, and I will try to answer them :-)

☛ We label them at F/T at my current library but at the one I use to work at they labeled them 398.2 (then origin of fairytale or folktale) (then author) Many of the students came in looking for specific folk tales from a country and it made the task less daunting.

☛ This is something we struggled with until I tried an experiment then the answer was easy. NOBODY CHECKED OUT 398.2s unless they were looking specifically for something. What I tried was I think what you are thinking about. I have been library director at 3 libraries & children's librarian at 2 more and this has worked at all 5 places. I pulled all the individual tales ie: Cinderella, Ugly Duckling and the foreign books about one character and put them in a "fairy tales" collection in the picture book area. I have a doll the size of a 2 year old who moves around and highlights collections when they move. She wore wings, had a wand, a princess dress and was next to the display. This collection has a Fairy Tale sticker on the spine of each book. For the rest you might file by title that is helpful to the public. For example patrons ask for Magic School Bus, we as librarians want to give them a Dewey number and hide them in their appropriate area. Easiest for the public, their call # is Magic and they are all in Preschool Fiction & they are never in. The same thing happened with the fairy Tales. Be user friendly put things

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**Organizing 398.2 Collections, *Continued from page 6***

where the public will find them. 35 years ago when I started in libraries the public had to conform to our rules, today we have had to become more like book stores and we have to display things the way they do. Good luck.

♣ Several years ago we reorganized our 398's by country and it has been really great. Most of our patrons looking for folk tales/fairy tales were asking for them by country of origin and this has made it a lot easier. We have a (long!) fairy tale list so if people are looking for different versions of "Cinderella" we can find them pretty easily. We look at several things to determine whether a book should be in 398's or picture books. If it's a fractured tale in any way, it goes in picture books. Almost all "easy" version of fairy tales go in picture books. In the 398's we try to stick to stories that follow the original version, most cultural versions of the fairy tales, collection of stories, and stories with lengthy texts.

♣ We file anything that starts with 398.2 under that with the first three letters of the author's name. It's just easier to read the spine and the collection isn't that huge in our library, anyway. We do have several fairy/folk tales in the picture book section as well. As a matter of fact I just finished making a list to have out in the stacks for parents that has almost all of our picture book version of fairy folk tales. What I do to decide what goes in to the picture book or the non-fiction area is pretty subjective. Basically, I flip through the book looking for length, art, and audience. If it is a fractured fairy tale it automatically goes in the picture book section. If it is an original version of Cinderella from China, England, etc. it goes in the non-fiction section. If the illustrations seem to be the main focus of the book it goes in picture books. Classic folk/fairy tales I put in picture books include: Lion and the Mouse by Pinkney, The Little Red Hen by Byron, and The Mitten (both Aylesworth and Brett's versions). There surely has to be a better way to determine this, but right now this is what I do. Hopefully someone else out there will have an awesome system.

♣ We have a separate section for folk & fairytale books (all have a coloured dot on the spine) Within that collection they are separated by country. The call number has j398.2 plus the country plus the author. So a fairytale from Great Britain by Paul Galdone has j398.2 Grb Gal. We also have shelf dividers separate the country. In some cases we chose to use something other than a country - some of the exceptions are Africa (whole continent together), Jewish Tales (not necessarily from Israel but culturally relevant to be together) and Indians of North America (mixture of indigenous groups of USA and Canada filed together) At the end of the folk and fairty tales are also some non-country sections like mythical creatures, legendary heroes, etc. We interfile fractured fairytale in our picture books by author, and have them indexed as fractured fairytales for an easy catalogue search.

♣ Quite frankly and briefly we put books like "Chickerella" by author and Disney and other TV and popular culture books in a special section. This section does not include series books that might be popular. I personally am tired of the take-over of classic tales by the movies resulting in the originals languishing on the shelve especially when they have great illustrations (ex-"Rapunzel"-Paul Zelinsky leaps to mind)

**Previous similar PUBYAC compilation about weeding and shelving 398.2 (November 2007)**

Thanks to everyone for the great input on weeding our beloved 398 collection. Here is a summary of the responses, followed by the complete responses. I think we're going to do a quick weed of the area first, removing old/worn/low circ items and then work on recataloging things by using country deweys and also moving books with only one story and very simple text to picture books. It will be a long process, but fun and worthwhile.

**Kathy Luck, Brookfield Public Library, Brookfield, WI**

**Summary**

- Put single title, easier books in with picture books. Possibly with fairy tale spine labels so they are easier to find. Leave the longer, harder books and collections in 398.
- Use country Dewey numbers
- Hans Christian Andersen may be in with Danish folklore or fiction section or in picture books.

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### Organizing 398.2 Collections, *Continued from page 7*

- Decide in advance on how you will assign Cutter numbers. Some libraries cutter only by author, some cutter by story title for well known tales (three bears, three pigs, etc.)
- Many of these books are irreplaceable, so keep as many as you can.
- Weed out extra copies. Some check and keep those in storyteller's sourcebook. Others do not worry about what is in that book or Fairy Tale Indexes, etc.
- Use a two step process if the section hasn't been weeded in a long time. First weed out low circs, bad condition. Then recatalog what's left. This way you have a better idea of the collection you have.
- Use displays to increase circs. Offer book club selections with titles from that area.
- Shelf 398s nearer to picture books or fiction rather than in the middle of nonfiction.

#### Complete responses

☛ We have used the 398.2 extensions by country and they are very nice.

Andersen, et. al are in JFiction or Picture Book (depending on quantity of text). Ours is a fairly large library so we rarely weed much in this area (except for condition) but if I was in a small branch and had the option, I think I would put my single tale picture book versions in the Picture Book section because I think they would circulate much more often there and people needing folktales could always use the catalog (or you could put on genre spine labels) to find them. FYI, I am planning a display next month to capitalize on Disney's new movie "Enchanted" with the teaser line: "Prepare to be Enchanted" and putting out a bunch of our fairy tales to tie in.

☛ Deweys--I've found, between working here and at Central Library Downtown with its extensive collection, that if you go out 5 numbers past the decimal, organization will be pretty solid. It's the ones that are just .2 or .209 that mislead and add to the confusion, I think. Make sure you decide when you start re-cataloguing things what kind of Cutter designation you want to use. When this Library retro'd everything (long before I got here), some of the cutters follow the original author (i.e. Grimm) some of them follow the title, and some follow the editor/re-writer. Very confusing. So all the Grimms are together, yes, but the tales themselves are all mixed up. We have HC Anderson in 398.4. I wouldn't have thought to put him in 800s; to me, 398 is a better fit.

☛ Where to put them--398 vs. picture books--has been a challenge every place I've ever been--you are not alone! In fact, everywhere I've worked 398s is just a tricky section. The problem I've seen is that people are so afraid of it they never touch it, and that is a terrible shame. Try to think....how will people look for this? For example, it would be easier to know all the Red Riding Hoods are in the same place rather than making a patron get an author for each one.

☛ One way to approach weeding would be to do it in tiers. First go through and shelf read, pull items that smell and those that have not circ'd in x number of years--something big like 10. Look up those records and see if you can live without those. Then do the same thing at 7 years non-circ, and 5. Just because it hasn't circ, doesn't mean I take it. Here in MCFLS we have the luxury of big system, so if you have that, see if others have it, if theirs are circling, if you don't need to keep it because someone has it...etc. If no one else has it, I tend to not worry about keeping it.

☛ At my current library, aggressive weeding is the rule - with a few exceptions. The biggest exception is the 398s. These books are usually irreplaceable, so we hold onto them as long as possible. We do try to keep Storyteller's Sourcebook books. We will weed multiple copies or books in poor condition. Our collection is (mainly) 398.2s to divide the collection geographically. Every few years we do a 300s or 398s reading club to push awareness of the folktale and fairy tale section. We've found that many people do not know that this "story" collection exists within our nonfiction section. For the past year, we've also had a permanent display area in our picture book sections for preschool-appropriate folktale versions. Parents really appreciate not having to hunt for them. Both strategies have done a lot to boost circulation.

(Continued on page 9)



## Library of Virginia Youth Services Notes, October 4, 2010, #34

### Organizing 398.2 Collections, *Continued from page 8*

☛ Hi. Years ago we divided our 398's by continent, i.e. 398.1 - North America and country, i.e. cutter CAN (Canada). It has worked very well for us. For the general collection - dragons, etc we went with the Dewey numbers. Andersen then went under Demark and Wilde under Ireland. If the book is heavy on text or the theme is more mature, we put it in the fairy tale collection. If the pictures are the most important part and the text is simple, we put it in the picture book collection. Besides displays, we include them in our school loans when possible - country assignments lend themselves to these titles. Because we ran out of room for all our collections we weed heavily - not circled in 2 or 3 years, poor condition. We no longer check with the indexes and that has not seemed to be a problem.

☛ Just a thought. We bought new shelving for our picture books, and I took all of the easy 398s and put them in with the picture books. They now go out like crazy. If you are going to do recataloging anyway, you might consider doing this. All children should hear these great folk and fairy tales, and they are much more apt to go out when they are inter-mixed with the picture books. The more complex, wordy 398s were left in the Dewey non-fiction section where they still sit languishing. SOB!

☛ I agree that this section is really hard to weed. We classify Andersen, Sandburg and Wilde in with the fiction if a large collection and with picture books if an individual title. Other individual fairy tales vary for location. My "rule of thumb" is amount of text--the really long, wordy versions go in with 398's but shorter, simple versions like Byron Barton or James Marshall go with picture books. One other thing we did when we moved into our new Children's room was to relocate the 398's. We now shelve them in close proximity with the picture books instead of in the middle of the non-fiction. I think this has helped circ because parents with younger children see the books. Good luck.

☛ I moved a great many 398's to easy fiction. Cinderella belongs in easy/picture books yet is usually found in 398's. Since I moved them to fiction placing FAIRY TALE stickers over the top of the call number their circulation has quadrupled.

☛ Very aggressive. If it doesn't circ and will not circ, it is a dust catcher. We have ghost stories in 398.25. Anderson's fairy tales are under Danish 398.20948. Mythological animals are 398.469.

☛ Definitely use the countries. It makes it much easier to use the section. Very rarely do we put fairy tales with the picture books. I think that the 2 possible exceptions might be some of Galdone's and some of Marshall's. If it has a Dewey, it goes in nonfic.

The overwhelming reply seems to be to shelve them by title. That was my original thought, it's just a pet peeve of mine - mainly because the person before me used title instead of author whenever the author wasn't in six-inch letters on the front cover (apparently nobody had ever introduced her to the verso page), and I have spent six years finding and fixing those:). That is probably what will work best here, though, so thanks for the suggestions! One thing I found interesting was that many people had moved their fairy tales to the picture books, so they would circulate more. We did the opposite several years ago, and dressed up that aisle to look like a fairy land, and now all the 398's are going out more. Every library is different!

# Workshops

## Milestones in Child Development

A three-hour workshop using Sesame Street characters to focus and explain the characterizes of young children. This workshop is for anyone who works with young children. There will be an update on the library reading programs, and everyone is encouraged to bring a prop or preschool program idea to share. A light snack will be served. The workshop is free, but registration is required.

### November 1

9:00 a.m. to Noon at the Shenandoah County Library  
514 Stony Creek Blvd, Edinburg, VA 22824

### November 5

9:00 a.m. to Noon at the Hampton Public Library  
4207 Victoria Blvd, Hampton, VA 23669

### November 12

9:00 am. to Noon at Salem Church Library 2607 Salem  
Church Road, Fredericksburg, VA 22407

### November 15

1:00 p.m. to 4:00 p.m. at the Essex Public Library  
117 North Church Lane, Tappahannock, VA 22560

### December 3

10:00 a.m. to 2:00 p.m. at Danville Public Library  
511 Patton Street, Danville, VA 24341 Light lunch provided

## Early Literacy and Books

### Making Connections

Taught by **Saroj Ghoting**

**Course Begins January 24, 2011**

Class is limited 25 people. Cost \$25.00.

This four-week online course is a basic introduction to the six early literacy skills as set forth in the *Every Child Ready to Read @ Your library Initiative* from the Public Library Association and the Association for Library Service to Children of the American Library Association. Required reading "Ages and Stages" by Karen Miller will be provided. Participants will also be required to read "Bunny Fun" by Sarah Week.

A prerequisite to Early Literacy and Books Making Connections is "**Introduction to Moodle**," a free online course. *Introduction to Moodle* will be offered beginning January 3, 2011 and must be completed by January 20, 2011. Anyone signed up for Early Literacy and Books will automatically be signed up for *Introduction to Moodle*.

Please contact Enid Costley directly at [enid.costley@lva.virginia](mailto:enid.costley@lva.virginia) for more information on the course.

# Conferences

## Virginia State Reading Association Conference

**March 17–19, 2011**

Roanoke, Virginia

Hotel Roanoke & Conference Center

Registration opens October 1st

[www.vusra.org](http://www.vusra.org)

## American Library Association Annual Conference

**June 23–28, 2011**

New Orleans, Louisiana

**June 21–26, 2012**

Anaheim, California

**June 27–July 2, 2013**

Chicago, Illinois

**June 26–July 1, 2014**

Las Vegas, Nevada

**June 25–30, 2015**

San Francisco, California

[www.ala.org](http://www.ala.org)

## Public Library Association Conference

**March 13–17, 2012**

Philadelphia, Pennsylvania

[www.ala.org/ala/mgrps/divs/pla/index.cfm](http://www.ala.org/ala/mgrps/divs/pla/index.cfm)

## Winter Reading Program

Materials for the winter reading program should be arriving this week. Stickers will be send or delivered separately. If you missed the deadline for ordering and would like to participate in the program please contact me directly, by **October 15th at 8:00 a.m.** A library requested late a significant order and I *may be able* to go out for another bid request - I am sorry, but this request does not include additional stickers. - *Enid*